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ABSTRACT

This strategic plan for Tennessee's Chattanooga State Technical Community College (CSTCC) presents background information on the college and specific strategies to be implemented between 1994 and 1998. Following a message from the president, the history and purpose of CSTCC is described and vision and values statements are presented. Next, information is presented on the college's services, customers, key stakeholders, general placement outcomes, organizational characteristics, and institutional environment. An analysis is provided of the college's current situation, including information on growth factors, the economic climate, competition, and innovative initiatives. Following a list of strategic issues facing the college and related measures of success, the following key institutional strategies and related goals, objectives, and action plans are presented: (1) a core business strategy to expand the number of people who achieve their educational goals; (2) a competitive strategy to improve CSTCC's image and regional recognition; (3) a financial strategy to pursue alternative funding through support sources and alliances; and (4) two capabilities strategies to create mutually beneficial relationships with highly esteemed organizations and to continuously develop an organizational climate that challenges faculty and staff to excel. Finally, a description of unit/division obligations under the plan is presented. (HAA)

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"Wisdom is the ability to see the long-run consequences of current actions, the willingness to sacrifice short-run gains for larger long-run benefits, and the ability to control what is controllable and not to fret over what is not. Therefore the essence of wisdom is concern with the future."

Russell L. Ackoff, *A Concept of Corporate Planning*

Sculpture on Cover:
Spectre Ship Deborah La Grasse, Tallahassee, Florida
Cast bronze, stainless steel and painted steel, height 7'.
Photo: Tim Barber

February 1994

MESSAGE FROM THE PRESIDENT

James L. Catanzaro

We must have lofty aspirations held in common to excel; and we must have research-based plans to engineer outstanding achievement.

This plan is the result of careful environmental scanning, numerous meetings and scores of recommendations from employees at every level of the College. I wish to thank all those who participated in the process and the Strategic Planning Steering Committee for leadership in shaping this document.

Every suggestion was given careful consideration and most were incorporated into the final plan in one way or another. The quality of the recommendations was truly noteworthy. The final document is significantly different from the version turned over to the College community for review. It is far more comprehensive and thus reflective of our collective needs and aspirations.

The open process truly led to a superior plan, one which will guide resource deployment and administrative decision making for years to come. The plan should not, however, be considered a finished product. It sets forth an evolving strategy for the success of Chattanooga State over the next several years. It will be revisited Spring 1995 for update and refinement.

Now each instructional division and support area should begin to formulate plans which collectively implement this Collegewide strategy.

Let's go to work, pull together and accomplish these important shared goals! Let's make Chattanooga State the preeminent community college of the Southeast.

Strategic Planning Steering Committee Members:
Bea Lyons, Faculty Senate President; Charles Waggoner, Division Dean, Environmental Science and Technology; Jim Morris, V.P., Business; Connie O'Neal, V.P., Student Services; Mary Barker, V.P., Academic Affairs; Marcella Henry, Director, Human Resources; Larry Miller, Dean of Institutional Advancement; and Mary Ann Carlson, Project Specialist.

HISTORY AND PURPOSE

HISTORY

Chattanooga State Technical Community College (Chattanooga State) was founded in 1965 as Chattanooga State Technical Institute (CSTI), the first technical institute in the State of Tennessee. The State Board of Education envisioned the Institute as a regional technical school concentrating on engineering and "production" technologies. During the first decade, the Institute hired experienced educators along with instructors directly from industry.

A major change occurred in 1973, when CSTI became Chattanooga State Technical Community College, part of the Tennessee Board of Regents System. This move began the transition from a small technical school to the current stature as a large comprehensive technical community college.

The College has continually worked both to attract a wider range of students and to graduate students who are attractive to prospective employers as well as to four-year colleges and universities. In 1987, distance study options became available to serve not only the College's six county service area, but also citizens of north Georgia and north Alabama. In 1990, Chattanooga State began developing a number of off-campus facilities. Through these and other measures, Chattanooga State has built and maintained strong commitments to the economic development of the service area and the State of Tennessee.

Developing relationships with employers has helped Chattanooga State grow and prosper. Chattanooga State is now the largest of the fourteen two-year colleges in Tennessee; and the College is in the top fifteen percent of community colleges nationally in breadth of curricula and programs.

PURPOSE

Our purpose is to prepare students effectively for work opportunities through transfer and career[1] education programs. We recognize that all Chattanooga State instructional programs including liberal arts studies lead to career enhancement. Therefore, we strive for graduates in every program who are able to enter or advance in the workforce as well as successfully complete further education.

Chattanooga State also meets the changing needs of our citizens by: opening pathways to personal enrichment; enhancing the quality of life in our community; removing barriers to social, intellectual, and cultural development; and valuing diversity.

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[1] *Career programs* refers to programs of study which lead to specific vocations.

VISION AND VALUES

VISION

Chattanooga State is determined to be the most dynamic and community-responsive two-year college in southeastern United States. The College considers the following slogans to be expressions of this aspiration:

Chattanooga State Technical Community College — **"A World Class Community College"**

"Pure Energy"
"Partnering for Success"
"Continually Expanding the Frontiers"
"Perennial Pursuit of Excellence"
"Where One Learns to Earn"

VALUES

We value the growth and development of our business and industrial community. We continually seek input from employers about their workforce and technical advancement needs. We respond quickly by preparing skilled and knowledgeable workers for the available and emerging job opportunities so that our community is competitive, both regionally and globally.

We value a high quality of life in our community. We seek active partnerships with area employers, civic and cultural organizations, and secondary and postsecondary educational institutions in order to create and sustain a healthy and vital community.

We value the growth and development of students. We strive to stimulate a thirst for knowledge, develop critical thinking, and instill a lifelong love of learning. We take pride in being an *inclusive*, rather than an *exclusive*, institution; the College is accessible to all who have a desire to learn. The College believes in providing a supportive environment so that students develop positive self-esteem enabling them to demonstrate self-responsibility and effectively reach their potential. Retention of students is a major concern for us.

We value and respect cultural diversity and promote sensitivity to the varied needs and concerns within our community. We value the importance of providing a diverse curriculum and co-curricular activities to promote awareness, expand knowledge, and establish mutual respect and understanding of others. We value a culturally diverse faculty and staff. We value education which focuses on multi-cultural concerns.

We value the growth and development of our faculty and staff. We value the practical experience and expertise that faculty bring to the classroom and the skills and talents our staff bring to the institution. We work in a collegial environment of teamwork and mutual respect. We are supportive of continuing professional education so that our faculty and staff remain in the forefront of their professions.

We value a supportive, cooperative, and health-enhancing environment for our staff and students. We value and promote a balanced life-style with wellness promoted as an ongoing journey.

We value innovation and creativity in providing access to further education. Employees are empowered to be entrepreneurs, seeking new solutions to new and ongoing challenges. We encourage an atmosphere of innovation, vitality, and energy. We value efficiency and effectiveness.

We value a collegial, professional, and academically challenging environment. We value the educational process and assume accountability for that process. We value academic excellence, the maintenance of high standards, and the continuing improvement of teaching and service.

We value our unity of purpose. Our emphasis is on career-directed, practical learning, recognizing that the overwhelming majority of our students are seeking education for career development and enhanced citizenship.

INSTITUTIONAL DESCRIPTION

SERVICES

Chattanooga State is the educational opportunity center for area employers, indeed for all segments of our community. We assist those who are underprepared for postsecondary education by providing adult basic education (ABE) and high school equivalency (GED) preparation classes and certification. We prepare students for careers through vocational/technical programs and transfer studies. We address individual desires for personal enrichment through credit and noncredit offerings in a wide array of fields. And we provide employers in-plant as well as external training to improve worker technical and managerial skills.

CUSTOMERS

By definition, our customers are those whom we seek to satisfy with our services. We consider carefully the needs of our customers and strive to design our curricula and services to meet those needs. We believe our customers are those who ultimately employ our graduates and receive them for further education. As a comprehensive technical community college with a responsibility for community and economic development, we have established ourselves as a producer of graduates who are qualified to satisfy our regional employers' requirements and to serve the community's development needs. Simultaneously, we are producing graduates who are qualified to succeed in advanced college and university study. Therefore, we have identified our major customers to be a) regional employers, b) receiving transfer educational institutions, and c) the community-at-large.

KEY STAKEHOLDERS

Our key stakeholders are those who can greatly impact our success; therefore, we strive to maintain and enhance communication linkages with them. They include, first and foremost, our students for whom we provide the campus, programs, instruction, and guidance. Secondly, we recognize our faculty and staff as key stakeholders. They dedicate their professional careers to the development of others. Thirdly, we recognize the leadership of the Tennessee

Board of Regents to be critical to our success. Also, we recognize that the Tennessee Higher Education Commission and accrediting associations are important to our goal achievement. Finally, the Board of Associates, the Chattanooga State Foundation, local school districts, regional colleges and universities, county and city governments, program advisory committees and The Partnership (the Chattanooga area economic development agency) and our legislative delegation help us stay in touch with all segments of our community; and we work with them toward common goals.

PLACEMENT

Most of our graduates enter or advance in the region's workforce or transfer to receiving institutions to complete their studies. Over ninety percent of our career-program graduates have been placed in their fields of study. Other students meet their educational goals through noncredit, personal enrichment classes. Placement is a high level commitment of the College; it is an ongoing measure of our success.

ORGANIZATIONAL CHARACTERISTICS

To be a successful comprehensive community college, we are committed to continuous improvement and, therefore, change. We subscribe to a posture of flexibility to meet the challenges of an aggressive, dynamic educational institution and a changing community. We are a dynamic college.

Our leadership has changed in style over the past three years. We have moved from a largely directive management approach to one that is participatory. We have management by empowerment, by consensus building, and based on a common vision, shared values, active conviction and focussed activity.

We have 200 full-time faculty, approximately 425 adjunct faculty, 110 administrators/professionals, 167 support staff members, and over 500 community leaders serving on advisory boards and committees who are committed to excellence in education. Our fall enrollment has reached 10,000 credit and vocational students; 2,600 ABE/GED students; 500 students in workplace training; and 1,000 students annually in noncredit, life enrichment classes. We also have increased student involvement in College activities to over 1,000 students. Because our state funding is dependent upon credit enrollment, student recruitment efforts are a high priority for the College. These efforts are multifaceted and state-of-the-art.

INSTITUTIONAL ENVIRONMENT

There are several forces that shape and influence our strategies and operations:

- -state and local economic development strategies;
- -changes in the job market and regional economy;
- -Southern Association of Colleges and Schools (SACS) and other accrediting agencies;
- -student enrollment—diversity, underpreparation, population trends;
- -our relationships with K-12 schools;

-our relationship with the University of Tennessee at Chattanooga and other regional four-year colleges and universities;
-oversight requirements including state administrative directives, legislative changes, and governing board policies and initiatives;
-federal and state financial aid changes;
-changing technologies and their costs;
-the existence of the state lines separating Chattanooga, Tennessee from area residents in north Georgia and north Alabama;
-limitations of the physical plant; and
-resources to develop quality learning sites.

SITUATION ANALYSIS

GROWTH FACTORS

For Chattanooga State, growth has been defined in terms of increasing enrollment by expanding curricula, services, facilities, and external relationships since our area's population is relatively static. We have experienced growth as a result of the following factors:

Curriculum Development:
- most diverse program offerings in the State of Tennessee including vocational, technical, and university transfer curricula;
- reputation for exceptional quality;
- reputation for career opportunities and job placements;
- unusually high demand for graduates;
- personalized services in a caring environment; and
- reputation for corporate training.

Finance:
- availability of financial aid;
- strong foundation support;
- alternative resources to develop new curricula; and
- enhanced facility capabilities at remote campus locations.

Student Recruitment:
- creative recruitment efforts;
- easy access to instructional sites (satellite campuses); and
- student support services such as child care, interpreting services, cooperative education opportunities, and services for students with special needs.

Strategic Alliances:
- relationships and affiliations with employers, distinguished local institutions, national organizations and government agencies;
- affiliations with public and private school teachers, counselors, and administrators; and
- partnerships with K-12 public and private schools.

ECONOMIC CLIMATE

A slow-growth economy can have a positive impact on our enrollment—when fewer jobs are available, people come to Chattanooga State to enhance their marketability. Yet a slowdown in the economy often results in reduced financial support for the College since state revenues decrease. Chattanooga has had modest economic growth in the late 80's and early 90's and near static population development. Nevertheless, our enrollment has continued to rise and our training activities have expanded because workers desire to become more competitive in the job market and more citizens see career education as a preferred educational option.

Chattanooga State, also, is limited by declining population in the main urban center. We are further challenged by local demographics. Many members of our community have traditionally filled jobs which do not require a college education. Many of our students therefore come from families which do not fully understand the advantages that higher education can provide.

Our responsibility is to ensure that we are addressing the changing needs of the local community and keeping up with the shift to a more diversified and information-based economy. Our responsibility is also to heighten awareness of the benefits of higher (further) education.

COMPETITION

Our greatest challenge is attracting and retaining students. Competition for attracting students comes from private technical (proprietary) schools, other postsecondary institutions, military service, and employers that offer on-the-job training. Also, our students must often choose between keeping a job and attending school. Our ability to retain students is, therefore, impacted by employment. Those who work often experience irregular work hours or demanding schedules which interfere with their ability to succeed in school. A final factor that cannot be ignored is apathy toward higher education. Students and/or their parents often do not see the payoff associated with disciplined study since that requires an acceptance and appreciation of "delayed gratification".

Chattanooga State has many competitive advantages: a multitude of programs; academically and practically grounded faculty; and instruction based in real-world knowledge and experience. We are also very accessible and affordable; and we are responsive to community needs. Students frequently remark that we are student-focused and that we care about our students and their success.....and we do.

INNOVATIONS

Our primary research efforts pertain to identifying opportunities, based on our area employers' needs, for programs and course offerings. Also, we continually experiment with ways to deliver our programs and services more effectively. Instructional innovation is a tradition at Chattanooga State; and it has support and recognition at every level of the College.

STRATEGIC ISSUES	CRITICAL SUCCESS FACTORS
1. Student retention	Improve the ratio of graduates to first-year enrollments by identifying and controlling factors influencing retention
2. Program development	Respond to the needs of business and industry; modify programs and establish new programs.
3. Strategic alliances	Increase the number of mutually beneficial partnerships
4. Sources of alternative funding	Increase the percentage of alternative funding relative to state allocations
5. Faculty and Staff Development	Recruit and retain culturally diverse, exceptionally qualified faculty and staff; expand professional development opportunities for current employees.
6. Out-of-state enrollment	Eliminate or reduce barriers for residents of contiguous counties of north Georgia and north Alabama

Computer hardware and software enhancement *is also a critical success factor for Chattanooga State. Strategic development in this arena is set forth in the College's 1990 Application Transfer Study. To date circa 80% of the goals of that plan have been achieved. The College has made dramatic strides forward in computer capability since 1990 and will continue to demonstrate regional leadership in technology.*

STRATEGIES

I. CORE BUSINESS STRATEGY: Significantly expand the number of people who successfully achieve their educational goals.

II. COMPETITIVE STRATEGY: Continue to improve our image so that we are recognized regionally as providing exceptional quality education at an outstanding value.

III. FINANCIAL STRATEGY: Pursue alternative funding through support sources and alliances to enhance the quality of College programs and services.

IV. CAPABILITIES STRATEGIES:

1) Affiliate with highly esteemed organizations to create mutually beneficial relationships.

2) Continuously develop an organizational climate that challenges the faculty and staff to excel.

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STRATEGIES WITH GOALS, OBJECTIVES, AND ACTION PLANS

In the following section:

1) The ultimate responsibility to see that the action plan is carried forward rests with the individual listed. It is understood, however, that every member of the College with responsibilities related to the goal is accountable for the implementation of the action plan.

2) Action plans are evolutionary. We, therefore, anticipate that as we move toward goal accomplishment other objectives and action plans may come forward.

3) Unless otherwise stated, the statistical baseline for enrollment growth is the Fall 1993 fourteenth day report.

1. CORE BUSINESS STRATEGY: Significantly expand the number of people who achieve their educational goals.

Goal 1: Develop new credit career and vocational programs that respond to community needs and attract new students.

Objective 1: Develop at least five new credit career and/or vocational programs which specifically address emerging community workforce needs by academic year 1997-1998.

Action Plan	**Responsibility**	**Date**
1. Complete market research to determine needs of the community and the region.	Dean of Institutional Advancement	9/30 annually
2. Submit a minimum of one new program proposal annually to TBR.	Vice President for Academic Affairs	12/15 annually

Goal 2: Improve retention of our students through program completion.

Objective 2: Increase returning students by three percent each year over the next four years—fall to fall, full-time and part-time.

Action Plan	**Responsibility**	**Date**
1. Write a retention program strategy.	Dean of Instructional Support	5/30/94
2. Implement strategy.	Dean of Instructional Support	fall 1994

Goal 3: Attract more students from non-traditional markets.

Objective 3a: Increase annual enrollment of area GED graduates into credit programs by twenty percent over the next four years.

Action Plan	Responsibility	Date
1. Strengthen the College's GED program by offering at least ten additional classes.	Director of Adult Basic Education	fall 1995
2. Continue to build networks with GED instructors throughout the service area.	Vice President for Academic Affairs	5/1/94
3. Set up College information booths and career counseling at GED graduations.	Vice President for Student Services	spring graduation annually

Objective 3b: Enroll fifty additional new students seeking skill enhancements annually.

Action Plan	Responsibility	Date
1. Identify curricular areas focussed on skill enhancement.	Vice President for Academic Affairs	9/30/94
2. Market these offerings to potential students.	Dean of Institutional Advancement	spring and summer 1995

Objective 3c: Enroll thirty new students from 35-55 year age bracket annually.

Action Plan	Responsibility	Date
1. Identify classes of high interest to segments of this age group.	Vice President for Academic Affairs	9/30/94
2. Market these offerings to potential students.	Dean of Institutional Advancement	spring and summer 1995
3. Explore need to expand student services to older evening students and recommend to executive staff.	Vice President for Student Services	spring 1995

Goal 4: Remove or diminish barriers to enrolling out-of-state students from contiguous counties in north Georgia and north Alabama.

Objective 4: Have enabling legislation signed into law or policy modification by spring 1995.

Action Plan	Responsibility	Date
1. Work with delegation and the Chancellor to achieve policy change or enabling legislation.	President	4/30/95

Goal 5: Effectively address training needs of area technical, professional, and executive employees and entrepreneurs through nationally recognized training organizations.

Objective 5: Form at least three strategic alliances with nationally acclaimed training organizations and area employers by 6/95 to create an Executive Training and Conference Center.

Action Plan	Responsibility	Date
1. Identify and prioritize list of nationally acclaimed training organizations to contact.	President	6/94
2. Identify and prioritize local partners to contact for use and support of the center.	President	12/94
3. Develop programs for area executives professionals, and technicians via these alliances.	Assistant Dean of Corp. Training	6/95

Goal 6: Develop and expand access programs.

Objective 6: Increase new high school and recent-from-high school graduate enrollments by 100 students per year over the next four academic years.

Action Plan	Responsibility	Date
1. Continue to develop seamless relationships which lead to barrier-free educational advances with service area schools. (e.g., Tech-Prep, articulation agreements)	Dean of Instructional Support	ongoing
2. Secure commitment from Chattanooga City Schools for a minimum of two joint enrollment classes, forty students.	Vice President for Academic Affairs	5/1/94
3. Expand course offerings through VIP by an additional 50 students annually, targeting young adults in outlying areas.	Vice President for Academic Affairs	9/1/94

Goal 7: Continue to develop underexplored markets (e.g., public assistance recipients, workers in transition).

Objective 7: Design two new services over the next four years to address these populations.

Action Plan	Responsibility	Date
1. Determine what Chattanooga State services would be useful to help underserved students succeed.	Vice President for Student Services	
2. Develop an adult services center.	Vice President for Student Services	spring 1995
3. Provide these services.	Vice President for Student Services	spring 1995

II. COMPETITIVE STRATEGY: Continue to improve our image so that we are recognized regionally as providing exceptional quality education at an outstanding value.

Goal 8: Broaden the base and strengthen the ties to regional employers who recognize Chattanooga State as a provider of highly skilled, well-prepared workers.

Objective 8a: Increase employer participation in the graduate employment placement function.

Action Plan	Responsibility	Date
1. Establish a list of at least 50 potential employers for graduates of each program area for the Placement Office.	Vice President for Student Services	3/25/94
2. Develop a recruiting series for employers similar to the "What Can I Do with a Major in—" program format and deliver four times per year.	Vice President for Student Services	12/30/94
3. Host an annual employers appreciation dinner/reception.	President	10/31/94
4. Increase student pool of available labor in the Placement Office by fifty students each year.	Vice President for Student Services	4/15/94
5. Sponsor and host on campus one of the monthly Chattanooga Area Personnel Association dinners each year.	Vice President for Student Services	5/30/94

Objective 8b: Increase penetration of regional business/industrial marketplace by Corporate Services Department.

Action Plan	Responsibility	Date
1. Increase customized training by five percent annually for local and regional industry.	Dean of Institutional Advancement	annually
2. Offer business assistance to fifteen entrepreneurs who are in the early stages of new business development.	Dean of Institutional Advancement	annually

3. Offer ten workshops throughout the service area for home-based businesses.	Dean of Institutional Advancement	annually

Objective 8c: Expand the Cooperative Education program by greater faculty involvement, quality student placement, and employer participation.

Action Plan	Responsibility	Date
1. Conduct meetings with College faculty and employers to present testimonials and data showing success of Cooperative Education.	Vice President for Student Services	5/31/94
2. Recruit ten quality students for successful Cooperative Education experience and employer relations.	Vice President for Student Services	annually

Objective 8d: Expand the role of College advisory committees in shaping program curriculum in response to changing business and industry needs.

Action Plan	Responsibility	Date
1. Review all committee memberships to ensure they are representative of local and regional business and industry.	Vice President for Academic Affairs	5/30/94
2. Identify any voids in representation and recruit new members to provide the College with the input.	Vice President for Academic Affairs	8/31/94
3. Design interactions, as suggested by the advisory committee members, between the College and the business community to exchange information about College programs and business requirements.	Vice President for Academic Affairs	10/31/94

Goal 9: Achieve national prominence for selected programs.

Objective 9a: Win at least five national awards by 1998.

Action Plan	Responsibility	Date
1. Collect information about opportunities for specific national awards.	Dean of Institutional Advancement	9/30/94
2. Identify awards/recognitions received over the past five years.	Dean of Institutional Advancement	4/1/94
3. Establish a screening committee which is representative of the entire campus community to review proposals for programs to be emphasized.	President	11/30/94
4. Budget for travel and expenses to compete.	Vice President for Business and Finance	3/1/95
5. Recommend to the President those programs which are in the best interest of the College to enter into competition.	Chairman of screening committee	as needed
6. Review proposals against criteria for eligibility and competition and recommend for award.	President	as needed

Objective 9b: Increase the enrollment of high school students who are in the top quartile of their graduating class by eight percent over the next four years.

Action Plan	Responsibility	Date
1. Market Chattanooga State as a quality stepping stone to four-year colleges and universities.	Dean of Institutional Advancement	1/31/95
2. Evaluate the honors program for potential expansion and development.	Vice President for Academic Affairs	1/31/95

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3. Secure commitment from Chattanooga City Schools for a minimum of two joint enrollment classes, forty students per year.	Vice President for Academic Affairs	5/1/94
4. Provide collaborative opportunities for high school teachers, guidance counselors, and parents.	Vice President for Student Affairs	11/30/94
5. Make presentations to sophomores, juniors, and seniors at every public high school in the service area.	President	annually

III. FINANCIAL STRATEGY: Pursue alternative funding through support sources and alliances to enhance the quality of College programs and services.

Goal 10: Increase support for the College through partnerships, grants, and donations.

Objective 10a: Retain a professional grants person to lead grants development activities.

Action Plan	**Responsibility**	**Date**
1. Hire grants professional.	Dean of Institutional Advancement	8/15/94
2. Have grants expert actively research and seek out funding opportunities.	Dean of Institutional Advancement	10/31/94
3. Have grants expert contact faculty and staff to assist with specific grant proposals.	Dean of Institutional Advancement	11/30/94
4. Conduct proposal-writing workshops for faculty and staff.	Dean of Institutional Advancement	1/95

Objective 10b: Successfully pursue grants totalling at least $1,000,000 by academic year 1997-1998.

Action Plan	Responsibility	Date
1. Develop and improve a process for: -collection of RFP's. -tracking of RFP's. -dissemination of RFP information.	Dean of Institutional Advancement	6/30/94
2. Establish file of successful applications to use as models.	Dean of Institutional Advancement	9/30/94
3. Offer professional development workshops in proposal writing to all interested faculty and staff.	Dean of Institutional Advancement	5/15/95
4. Develop incentives for faculty/staff participation.	Dean of Institutional Advancement	10/31/95

Objective 10c: Establish five key partnerships over the next four years which have a financial equivalency of at least $100,000 each.

Action Plan	Responsibility	Date
1. Identify areas of special need.	Vice President for Business and Finance	5/31/94
2. Set priorities for special needs of the College.	President	7/31/94
3. Establish list of potential key partnerships which address these needs.	Vice President for Business and Finance	6/30/94
4. Design actions to effectively pursue potential partnerships.	Vice President for Business and Finance	8/30/94

Objective 10d: Solicit financial and/or in-kind contributions of approximately fifty percent of high cost new career programs from organizations which benefit from program graduate placement.

Action Plan	Responsibility	Date
1. Assess cost requirements of new career programs.	Vice President for Academic Affairs	9/30/94
2. Establish priority list of potential career programs.	Vice President for Academic Affairs	10/31/94
3. Establish and prioritize a list of potential partners for new program agreements.	Vice President for Academic Affairs	10/31/94
4. Negotiate financial support agreements.	Vice President for Academic Affairs	1/31/95

IV. CAPABILITIES STRATEGIES

Strategy 1: Affiliate with highly esteemed organizations to create mutually beneficial relationships.

Goal 11: Form alliances based on mutual benefit and the ability to leverage resources.

Objective 11: Conduct a systematic review of opportunities, considering a merging of interests and an alignment of visions and values.

Action Plan	Responsibility	Date
1. Review existing alliances by unit.	Vice President for Academic Affairs	12/31/94
2. Identify potential alliances by unit.	Vice President for Academic Affairs	12/31/94
3. Evaluate probability of establishing alliances.	Vice President for Academic Affairs	6/30/95

4. Contact identified organizations to schedule meetings.	Vice President for Academic Affairs	8/31/95
5. Meet with organizations to begin dialogue.	Vice President for Academic Affairs	12/31/95
6. Establish desirable affiliations/ alliances.	President	6/30/96

Strategy 2: Continuously develop an organizational climate that challenges the faculty and staff to excel.

Goal 12: Enhance our professional development capabilities.

Objective 12a: Provide exemplary, multifaceted professional development opportunities for faculty and staff.

Action Plan	**Responsibility**	**Date**
1. Identify exemplary opportunities for professional development.	Dean of Instructional Support	3/31/95
2. Facilitate faculty/staff participation by class/job coverage in employee's absence.	Vice President for Academic Affairs	ongoing
3. Review current policy on attendance at professional development activities.	President	8/30/94
4. Provide state-of-technology equipment and comfortable facilities for teleconferences.	Vice President for Business and Finance	6/30/96

Objective 12b: Provide backup personnel for critical support services.

Action Plan	**Responsibility**	**Date**
1. Identify critical support services functions. (e.g., network systems manager, purchasing clerk, facilities coordinator)	Vice President for Academic Affairs	3/1/94
2. Train backup personnel for critical support functions.	Vice President for Academic Affairs	10/31/94

Objective 12c: Continue to recruit employees of distinction to enhance the College community.

Action Plan	Responsibility	Date
1. Review staffing needs to determine areas of distinct need.	Vice President for Academic Affairs	12/31/94
2. Set priorities for unmet needs.	Vice President for Academic Affairs	6/30/95
3. Identify pool of potential candidates of distinction.	Director of Human Resources	12/31/95
4. Recruit and select highly qualified personnel.	Vice President for Academic Affairs	6/30/95

Goal 13: Establish support systems that enable faculty and staff to excel.

Objective 13a: Introduce faculty and staff to new instructional and administrative technologies by providing training, equipment and exposure to new approaches.

Action Plan	Responsibility	Date
1. Assess interest and needs of faculty and staff.	Vice President for Academic Affairs	12/31/94
2. Investigate potential technologies.	Vice President for Business and Finance	8/31/95
3. Acquire identified equipment.	Vice President for Business and Finance	7/30/96
4. Provide training.	Vice President for Business and Finance	8/31/96

Objective 13b: Maintain a base of state-of-technology equipment and software for use by students in career and training programs.

Action Plan	Responsibility	Date
1. Identify equipment/ instrumentation sensitive to technological advances.	Vice President for Academic Affairs	6/30/94
2. Establish a replacement/ enhancement cycle (e.g., 1, 2, or 3 years) for state-of-technology equipment and software.	Vice President for Academic Affairs	1/31/95
3. Budget and plan for replacement or acquisition.	Vice President for Academic Affairs	March each year

Objective 13c: Reward faculty and staff excellence, monetarily and non-monetarily, in an appropriate and timely fashion.

Action Plan	Responsibility	Date
1. Develop criteria for measuring faculty and staff excellence.	Faculty Senate and Director of Human Resources	12/31/94
2. Establish merit plan.	Director of Human Resources	3/31/95
3. Formalize non-monetary rewards system.	Director of Human Resources	3/31/95
4. Identify and secure external funding sources, as needed.	Vice President for Business and Finance	7/31/95

Objective 13d: Provide and maintain an equitable salary structure for all employees.

Action Plan	Responsibility	Date
1. Establish process for ongoing (cyclic) salary equity review.	Salary Equity Committee Chair	6/30/94
2. Implement process for ongoing (cyclic) salary equity review.	Director of Human Resources	fall 1994

Objective 13e: Provide comprehensive wellness program that motivates faculty and staff to excel.

Action Plan	Responsibility	Date
1. Assess campus wellness needs, and report to Executive Staff.	Director of Wellness	10/31/94
2. Implement programs that maximize employee health and energy.	Director of Wellness	spring 95

Objective 13f: Continue to enhance the College's well developed collegial decision making process.

Action Plan	Responsibility	Date
1. Evaluate committee/task force procedures and practices.	Executive Staff	fall 1994
2. Streamline these procedures and practices.	Executive Staff	spring 1995
3. Review progress in employee participation in decision analysis and governance and report to College community.	President	fall annually

UNIT/DIVISION OBLIGATIONS

A strategic plan will be developed by each unit and division of the College by late Fall 1994. These plans will be consistent with this institutional plan; they will carry forward relevant goals and objectives of this plan; and they will identify additional goals endemic to their units. This further activity will ensure coordinated and focused efforts Collegewide.

This strategic plan is ambitious; and it is based on careful examination of our College and its potential. Marshalling our efforts to fulfill it will lead to excellence.

Chattanooga State Technical Community College is an equal opportunity institution.

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